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ABSTRACT

Prepared by South Carolina office occupations teachers, this booklet contains ideas for effective and motivating teaching methods in office occupations courses on the secondary school level. Besides ideas generally applicable, suggestions are included for teaching the following specific subjects: (1) accounting, (2) recordkeeping, (3) cooperative office education, (4) introduction to business, (5) office procedures, (6) business English, (7) keypunch, (8) shorthand, (9) typewriting, and (10) senior intensified programs. The thirty-two activities provided vary in type from puzzles and games to quizzes and work drills. The materials needed for each are described as well as the procedures to be followed. (ELG)

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IDEAS FOR

OFFICE OCCUPATIONS EDUCATION

STATE DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION
OFFICE OCCUPATIONS SECTION
COLUMBIA, SOUTH CAROLINA 29201

IN COOPERATION WITH

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INTRODUCTION

This publication was prepared by South Carolina office occupations teachers who have demonstrated creativeness in their classrooms. Suggested ideas for effective teaching and motivational techniques are offered to aid office occupations teachers in their instructional programs. Teachers using this publication are encouraged to adapt ideas to other areas even though ideas are listed under certain area topics.

A special note of appreciation to Jean Miller, editor, and the following teachers who submitted ideas for this publication:

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Anne L. Matthews
State Supervisor
Office Occupations Education

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AREA: General

TOPIC: Helpful Hints

MATERIALS NEEDED: Enthusiasm, courage, patience, and a love for all kinds of people; a desire to continue learning; a good, clear mind.

PROCEDURES:

1. Don't let the loud voices of the class as a group change your plans unless a delay is really logical. Be careful when you make decisions and stick to them where possible. Make every effort to follow through every decision, threat, or demand.

2. Nothing builds confidence like being prepared.

3. Set up a routine for each of your classes so that students know what is expected of them the first five minutes of the class. This helps get them settled in the event the teacher is occasionally late to class.

4. Have available a notebook (shorthand pad) to jot down things which happen daily. Be sure to record the date. This could be a log of students' behavior, successes or failures of certain procedures used, etc.

5. Prepare in advance general types of assignments which may be used in emergency situations. These could be human relations problems, thought questions such as meanings of common quotations which are used for motivation, or review of difficult material.

6. For each class, write the goal or aim for the day on the board. If you use the board daily, students will look for information there. Also, listing an outline of class activities will help to keep students working.

7. If you use individualized instruction, set deadlines of some type. Don't say, "Turn this in when completed." Get the students to set their own limits and to decide how long it will take them. This is sometimes called contracts or bids.

8. Don't let any class be completely routine every day. Plan motivational exercises, discussions, or short games.

9. Have a goal or purpose for each activity.

10. Convince yourself that the work is important; then you will be able to convince the students that it is important.

11. Don't become so much of a paper checker that you don't have time to plan properly or discuss individual differences or needs with the students.

12. Be flexible. Be prepared for last minute changes in plans.

13. At the beginning of each year have each student complete a double set of index cards with his/her name, address, telephone number, class schedule, clubs, sports, or special talents. Keep one set at home and one at school for reference and contact with parents. You may also use the cards to record information about the student. This has been most valuable to me.

14. Make at least one telephone contact with the home of each student.

15. Number the typewriters and keep a written record of all that need repairs. Keep this up-to-date.

CONTRIBUTOR: Connie Kizer
A. C. Flora High School
Columbia

AREA: General

TOPIC: Class Assignments

MATERIALS NEEDED: Assignments, duplicating supplies

PROCEDURES: Instead of giving my students their assignments every day, I have the office procedures duplicating group type and run off the weekly assignments. In this way, each student knows what work is expected for that week. When a student is absent, he/she knows what has been missed. If the instructor has to be out, the class can continue to work without missing a day.

CONTRIBUTOR: Janis Jones
Sumter County Career Center
Sumter

AREA: General

TOPIC: Special Duty Assignments

MATERIALS NEEDED: A number of small envelopes (such as those used at banks for currency and coins)

PROCEDURES:

1. List each student's name on a slip of paper.
2. Slip one into each of the small envelopes so that the name is concealed.
3. Punch holes in envelopes and arrange on a large hook.
4. When chore or special duty assignment comes up, pull the next envelope and that student gets the assignment. I use this for research assignments, housekeeping chores, or whatever.
5. No one can complain because the name selection is purely chance.

CONTRIBUTOR: Nancy L. Odum
Keenan High School
Columbia

AREA: General

TOPIC: Student of the Month

MATERIALS NEEDED: Plaque, floral arrangement, camera

PROCEDURES: Our department has a block of three periods in which the same students are grouped together for four subjects. They get to know one another very well. Once a month they select one student to represent them as "Secretarial Student of the Month." This student is selected based on personality, cooperation, and general business ability -- as determined by his/her peers. This student gets his/her picture and a writeup in the school newspaper, his/her name engraved on a plaque that is displayed in the school foyer, and a floral arrangement is kept on the student's desk the day of the announcement of the achievement.

One student is selected from the nine monthly recipients as "Secretarial Student of the Year." He/she is honored along with other honor students on Awards Day at the end of the school year. A group picture is made of all recipients and published in the town newspaper for the benefit of proud parents and relatives.

CONTRIBUTOR: Jane Snapp
Woodruff High School
Woodruff

AREA: Accounting

TOPIC: Debit/Credit Recall

MATERIALS NEEDED: Poster paper cut into large cards, marking pen

PROCEDURES: For drill work on quick recall of debits and credits, I have prepared a set of cards from poster paper. On each card is an account type (Asset, Liability, Capital, Income, or Expense) or a specific account name (Accounts Payable, Cash, Accounts Receivable, Capital, etc.) and a plus or a minus sign. Occasionally, at the beginning of class or at the close of class, I flash these cards and the students reply, "Debit" or "Credit."

My students enjoy this activity and they will sometimes get into discussions of who is wrong and who is right which reinforces the analysis of each account type.

CONTRIBUTOR: Jean O. Miller
Wagener-Salley High School
Wagener

AREA: Accounting

TOPIC: Posting

MATERIALS NEEDED: Transparencies, two overhead projectors

PROCEDURES: Use two overhead projectors and two screens to present the many accounting procedures in which information is taken from one form and transferred to another.

EXAMPLES:

-- Source Document to journal entry

-- Posting journal entry to ledger

-- Taking trial balance from accounts

-- Preparing statements from worksheet

-- Preparing journal entries for adjustments and closing entries from worksheet

-- Preparing and proving schedules

CONTRIBUTOR: Bleeker S. Cannon
Grand Strand Career Center
Myrtle Beach

AREA: Accounting

TOPIC: Posting

MATERIALS NEEDED: Five (5) large cards or colored construction paper, magic marker

PROCEDURES:

1. In large letters, print the following steps in posting on the cards:

   AMOUNT

   DATE

   ITEM (OR DESCRIPTION)

   JOURNAL PAGE NUMBER

   ACCOUNT NUMBER

2. Shuffle the cards and ask students to arrange in proper order for posting. I do this as I work with student at next desk. Sometimes I stop them at the door and ask them to arrange the cards as entrance requirements -- in fun, of course.

3. This procedure can be used for any procedure that is used in the classroom. I have used it with the accounting equation; I would ask them to select the proper equation from the deck.

CONTRIBUTOR: Nancy L. Odum
Keenan High School
Columbia

AREAS: Accounting, Record Keeping

TOPIC: Bookkeeping Game - Fun with Bookkeeping Terms

MATERIALS NEEDED: A copy of the following for each student

PROCEDURES: Study the following sentences carefully to find the hidden bookkeeping terms. They are made up of some last letters of words and continue with some first letters of words. Underline the words when you find them.

EXAMPLE: The prosecutor for the state mentally praised his opponent.

1. Seeking to calm his nerves, the golf pro fitfully practiced his shot.
2. "The jury will adjourn almost immediately," proclaimed the judge.
3. You must obey the law as set forth in the constitution and the court.
4. Just ahead in the dusk loomed the Valpo station.
5. This pipe line extended over many an acre, ditch after ditch.
6. After six hours of work she etched the beautiful pattern.
7. Harry chewed the tobacco until he saw his aunt approaching.
8. Santa Claus was accosted by hundreds of eager children.
9. After he was wounded, the knights led Geraint away from the jousts.
10. The general's aide bitterly denied the accusation.
11. "Now, my little chicken, try to untie those knots."
12. Part of the army's problem is to adjust men to the various climates.
13. We will have a Christmas party on our new winter estate.
14. Robin Hood thought his partner's ale somewhat weak.
15. You cannot go in vest and shirt sleeves.
16. The advertising put out by the Linco men was original and clever.
17. When Jack comes in, vent or yodel your greetings all at once.
18. The matter must come to an end or secession is sure to follow soon.
19. To cap it all off, we forgot the pickles and olives.
20. "This Duplex pen sells at only $5.95," intoned the salesman.
21. If even half is calmed, the other half of the audience will settle too.
22. The fracas has not promoted the friendships we so carefully tried to foster.
23. Lord Hotspur chased around the battlefield seeking Prince Hal.
24. "Are cords and cardboard all that you will need?"
25. He will not budge till we tell him he may have his way.

TERMS TO FIND:

records	adjustment	post
capital	income	ledger
invest	expense	credit
entry	budget	debit
worksheet	asset	sales
profit	interest	endorse
journal	inventory	cash
account	fiscal	purchased
	cost	

CONTRIBUTOR: Winifred W. Shelley
Marion-Mullins AVC
Marion

AREAS: Accounting, Record Keeping, Introduction to Business

TOPIC: Titles for Accounts

PROCEDURES: The following names may be used as account titles for Accounting/ Bookkeeping/Record Keeping classes:

1. Justin Case, Insurance
2. Lance Boyles, M.D.
3. Walter Wall, Interior Decorator
4. Terry Mysin, Druggist
5. Maude Lynn, Undertaker
6. Marion Etz, Puppeteer
7. Evan Jellik, Revivalist
8. Jerry Mander, Politician
9. Sonny Day, Weatherman
10. Nick Knack, Antiques
11. Myles Long, Surveyor
12. Seymour Dirt, Private Eye
13. Frieda Travel, Paid Companion
14. Linda Hand, Social Worker
15. Carmen Gossip, Columnist
16. Dinah Soar, Archaeologist
17. Libby Doe, Psychologist
18. Patty Wagon, Policeman
19. Titus A. Drum, Corsets
20. Gladys C. Hughes, Receptionist
21. Cary Gripp, Porter
22. U. R. Brite, Student

CONTRIBUTOR: Frances Kay Wells
Lexington AVC
Lexington

AREAS: Accounting, COE, Introduction to Business, Office Procedures, Record Keeping, SIP

TOPIC: Using Checking Accounts

MATERIALS NEEDED: Cards to open accounts, sufficient supply of checks with stubs, deposit tickets, no. 10 envelopes, bank statement forms (duplicated or from several different banks)

PROCEDURES: The project will be preceded with a discussion of how to open an account, make deposits, and write checks.

1. The project will be conducted over a three-day period or more with ten to fifteen minutes of each class period devoted to the project. The remainder of the class period will be devoted to a discussion of and practice in preparing bank reconciliation statements, and any other information relative to banking which the teacher wishes to cover.

2. On the first day of the project, students will open accounts and make initial deposits at which time they will receive their supply of checks and deposit tickets. (Students who already have an account may serve as bank tellers.)

3. Over a period of time--two or three class periods -- students will write checks and make additional deposits. Each day deposits will be received and checks collected, sorted and filled in the students' envelopes. (Again, the bank teller or another student may assist.)

4. After the third or final day on which students write checks and make deposits, bank statements will be prepared omitting several checks and deposits. These will be the outstanding checks and deposits in transit. A service charge may also be added. The statements along with canceled checks are then given to the students to reconcile their bank statement and check stub record. After reconciliation, the students should bring the last check stub balance up to date.

   NOTE: To facilitate work and allow for uniform responses, students may be given the amounts to use in writing checks and making deposits. Also, uniformity in outstanding checks, deposits in transit, and service charges may be applied when preparing the bank statements. Depending on help available, preparation of the bank statements may take several days during which time normal class work can be conducted.

CONTRIBUTOR: Gwen Reid
Hillcrest High School
Simpsonville

AREA: Business English

TOPIC: Letter Writing

MATERIALS NEEDED: Index cards, masters

PROCEDURES: Each student chooses a business name and the product or service this business renders. The student will put this information, as well as the company address, telephone number, and slogan if appropriate, on an index card which I collect.

Whenever we write letters, I distribute these cards to different students. The student then writes down the information from the card and composes his/her letter to that person.

For example, James Smith has chosen the Fin and Fur Pet Shop and Sally Jones has chosen Sally's Cloth Shop. Sally receives James' card for the unit on collection letters. Sally writes a letter of collection to the Fin and Fur Pet Shop from Sally's Cloth Shop and gives the letter to James. James composes a reply, gives the original letter from Sally to the teacher, and gives the reply to Sally. Sally turns in the reply after reading it and evaluating whether it adequately replied to her letter.

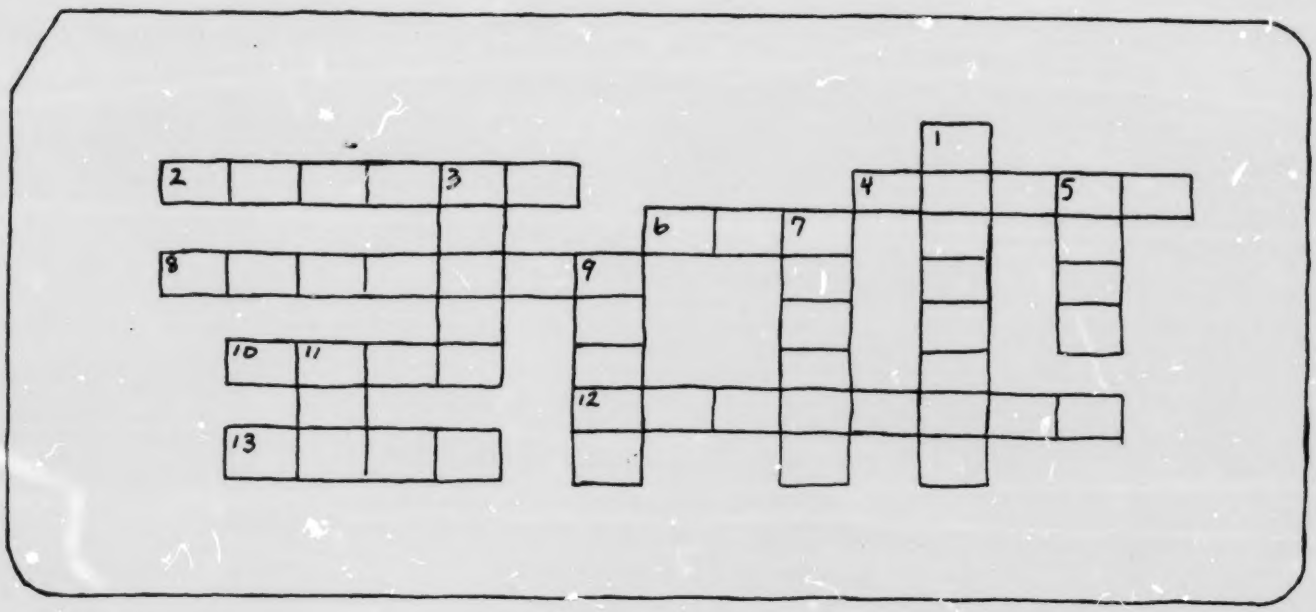
Each student designs his/her own letterhead and prepares a master from which a supply of letterheads are duplicated. The letters and replies are written on these letterheads.

My students look forward to this part of the unit and have written imaginative, creative letters including the concepts of the unit.

CONTRIBUTOR: Jean O. Miller
Wagener-Salley High School
Wagener

AREA: Keypunch

TOPIC: Crossword Puzzle for Keypunch



HORIZONTAL:

2. The number of columns on an IBM card is *eighty*.
4. Brushes make contact with rollers through *holes* in the card.
6. A corner *cut* may appear on one of the four corners of a card.
8. 0 - 9 are called *numeric* punches.
10. 0, 11, and 12 are called *zone* punches.
12. Storing cards tightly in a box *prevents* warping.
13. A *zero* punch is both a zone and numeric punch.

VERTICAL:

1. *Joggling* puts a dress edge on all sides of a deck so that they form a perfect block.
3. There are *three* zones on a card.
5. The bottom of the card is called the nine-*edge*.
7. Each vertical column has *twelve* positions.
9. Do not use paper *clips* on cards.
11. An "A" requires a 12-zone punch and a number *two* punch.

CONTRIBUTOR: Katherine Cliatt
A. C. Flora High School
Columbia

AREA: Keypunch

TOPIC: Parts of the Keypunch Machine

NOW YOU SEE IT, NOW YOU DON'T

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	A	T	C	A	R	D	H	O	P	P	E	R	C	H	I	P	B	O	X
2	C	O	Y	B	G	U	B	G	K	E	Y	B	O	A	R	D	C	A	H
3	R	E	A	D	I	N	G	O	C	A	R	D	S	T	A	C	K	F	R
4	U	P	C	O	L	U	M	N	I	N	D	I	C	A	T	O	R	S	T
5	S	T	O	P	M	A	I	N	L	I	M	E	C	O	R	W	E	R	S
6	D	A	I	L	Y	S	T	A	R	W	H	E	E	L	S	C	A	R	D
7	X	Y	L	E	F	T	Z	E	R	O	E	S	X	P	U	N	C	H	S
8	O	C	R	Q	F	R	M	P	R	O	G	R	A	M	D	R	U	M	X
9	E	R	A	P	C	V	N	O	K	P	Z	E	R	R	O	R	X	W	Q
10	X	I	V	E	R	I	F	I	E	D	Z	P	U	E	W	O	C	V	B
11	N	O	R	M	A	L	I	N	E	C	A	R	D	G	A	U	G	E	D

DIRECTIONS: For each of the blanks below, find the answer in the jumble of letters above. All answers will be horizontal. When you find the answer, locate it by giving the line number first, and position on that line where the answer begins.

		Line	Column
1.	Cards cut on the lower left corner will not feed through the keypunch machine.	7	3
2.	Left Zero is automatically suppressed in normal printing.	7	3
3.	The punching registration of the machine should be checked daily with the card gauge.	11	10
4.	X punch is a control punch.	7	13
5.	The program card is mounted on a program drum.	8	8
6.	The card stacker will hold about 500 cards.	3	9
7.	The main switch is under the keyboard on the 029.	5	5
8.	Cards are read for duplication at the reading station.	3	1
9.	Punch is performed at the first of two stations.	7	14
10.	The card hopper is located at the upper right of the machine.	1	3
11.	Card chips are accumulated in the chip box.	1	13
12.	The column indicator indicates the next column to be punched.	4	3
13.	Both alphabet and numbers are on the combination keyboard.	2	9
14.	The 029 and 129 have a left zero switch.	7	3
15.	After cards have been punched, they should be verified.	10	3
16.	When an error has been detected on the verifier, an error light goes on.	9	12

CONTRIBUTOR: Katherine Cliatt
A. C. Flora High School
Columbia

AREA: Shorthand

TOPIC: Enclosures

MATERIALS NEEDED: Two boxes, old inserts, old envelopes

PROCEDURES: I collect inserts received by faculty members and by me. These are kept in a box marked "Enclosures." In another box, I collect old envelopes.

When the students have completed their transcriptions for the day, they take the necessary enclosures and envelopes they need for their letters from the boxes. The letters are folded and the correct number of enclosures are inserted with the letter into the envelope.

My students have become more aware of the importance of watching for occasions when materials are to be included with the letter.

CONTRIBUTOR: Jean O. Miller
Wagener-Salley High School
Wagener

AREA: Shorthand

TOPIC: Names and Addresses

MATERIALS NEEDED: File boxes, index cards, names and addresses

PROCEDURES: When I dictate a letter, I give only the name of the addressee. My students each have a file box of cards with names and addresses in alphabetical order. The student must look up the address and take note of any special instructions for mailing correspondence to that person (extra carbons, attention line, etc.)

Students can complete the cards from materials used with their texts or from teacher-prepared materials. This would be a good exercise in filing also.

CONTRIBUTOR: Jean O. Miller
Wagener-Salley High School
Wagener

AREA: Shorthand

TOPIC: Teaching Typewritten Transcription

MATERIALS NEEDED: Textbook, duplicated letter, transparency

PROCEDURES:

1. Use transparency of transcribed letter from text to review placement, style, etc.

2. Give each student a duplicated copy of same transcribed letter from text.

   (a) Have students type a copy of it (no timing)
   (b) Now give ½ and/or 1-minute timed writings on heading and closing
   (c) Give 3 and/or 5-minute timed writings on entire letter

3. Now ask students to read this plate from their textbook.

   (a) Have students type a copy of same plate in text
   (b) Give timed writings from same plate in text

4. Dictate same plate slowly and let them transcribe from their notes.

5. Have them transcribe an assigned plate from homework notebook the following day.

6. Dictate new material at rate they can handle for transcription.

CONTRIBUTOR: Nell Black
Clarendon AVC
Manning

AREA: Introduction to Business

TOPIC: Sales Records

MATERIALS NEEDED: Catalog cutouts of objects for "store", sales tickets, sales tax charts, customer account cards for charge sales

PROCEDURES: To make more realistic a unit on sales records, cut out and price catalog items for display (jewelry, clothes, shoes, sports items).

Allow students to take turns as customers, clerks, or office personnel.

Students may be allotted an amount of cash or a limited credit amount.

CONTRIBUTOR: Mary P. Horton
Andrew Jackson High School
Kershaw

AREAS: Introduction to Business, COE, Office Procedures, SIP

TOPIC: Travel

MATERIALS NEEDED: Maps and tour books

PROCEDURES: For a travel unit, I visited AAA and got tour books and maps. I divided my class into groups of four. Each group was to plan a trip. These were their directions:

1. Plan to be gone about one week.
2. Plan the route that will be traveled. (Note mileage)
3. Plan where to spend the nights.
4. Plan where to stay at final destination.
5. Plan activities for your stay -- places to visit and things to see.
6. Write an itinerary.
7. Write a detailed trip report.
8. Make up an estimate cost of trip for two including meals and travel (use 15¢ per mile for mileage cost).

CONTRIBUTOR: Sallie Schirm
Columbia High School
Columbia

AREAS: Introduction to Business, COE, Office Procedures, SIP

TOPIC: Purchasing an Automobile

MATERIALS NEEDED: Consumer reports, magazine and news articles on automobile information, buying and financing, newspaper advertisements on automobiles

PROCEDURES: Assign a number of items to be read to gain information on purchasing a car.

Allow the students a certain amount of money to spend on a new or used car. Each student must decide what kind of car to purchase, whether to pay cash or finance, how to finance, etc.

A paper must be completed giving individual student's choice and reasons for decisions made.

CONTRIBUTOR: Mary P. Horton
Andrew Jackson High School
Kershaw

AREAS: COE, Office Procedures, SIP

TOPIC: Game - Bingo

MATERIALS NEEDED: Construction paper or poster board, clear contact paper

PROCEDURES:

1. Prepare a list of questions for typing that can be answered with a number. (For example: How many blank lines between two lines single-spaced?)

2. The answers to these questions will be used for the bingo cards.

3. Bingo cards are made from heavy paper or poster board. Cards are drawn off or printed like regular bingo cards.

4. In each block, use the numbers that are the answers to the questions. Since some questions you use may have the same answer, some numbers may appear on the card two or more times.

5. Cards are covered in clear contact paper or are laminated for longer wear.

6. Construction paper can be cut to be used to cover the numbers when playing.

7. Rules for play are the same as regular bingo with one exception: Since some numbers appear on the board twice, the student may choose which number to cover.

CONTRIBUTOR: Nancy Hughes
Travelers Rest High School
Travelers Rest

AREAS: COE, Office Procedures, SIP

TOPIC: Personal Appearance

MATERIALS NEEDED: Information on makeup and hand care

PROCEDURES: Although most of the students follow the current fads in clothing, they are all interested in doing the best that they know how with makeup and manicure equipment. Three to four days of work in this area at the first of the year sparks a great deal of interest in the course as a whole.

It takes very little equipment to do this type of thing. You may ask students to bring their own makeup, (they should not use each other's makeup) and a bar of soap. I find that using one of the students as a model when showing how to apply makeup is advantageous. The students can actually see changes taking place. After the demonstration, each student should be given a chance to wash her face and apply her own makeup with help from the instructor if it is needed. One way to enhance a lesson such as this is to ask a professional makeup consultant into the classroom when this is taking place. During this session, special points should be brought out: (1) Makeup should never be applied in public or sitting at your desk in an office. (2) Be careful not to overuse makeup. It takes practice and experience to know exactly what makeup to use for what occasion. (3) Makeup in the office situation would look different from what you might wear to a party in the evening. Learn the difference.

The same techniques can be used when discussing care of hands and fingernails. The students must realize that their hands are always on display in the secretarial profession and they should be taught how to keep them looking presentable. The same rules that apply to makeup apply to nail care: Nail care should never be done in public and a nail polish that is appropriate for a party may not be appropriate for the office.

There are many other activities that can be tied into this type of instruction. For instance, at Greenwood Area Vocational Center, we have a Cosmetology Department. The instructor and I set aside two days one week to combine our classes. The girls in cosmetology needed models for setting hair. My students acted as these models and in turn learned a great deal about how to care for their hair and skin.

The idea of personal grooming can take as much or as little time as the instructor cares to give it, but we must remember that appearance is the very first thing a prospective employer can judge. A girl does not have to be stunningly beautiful to get a good job, but she must be neat and look as good as she possibly can.

CONTRIBUTOR: Karon Glymph
Greenwood AVC
Greenwood

AREAS: COE, Office Procedures, SIP

TOPIC: Gimmick for Getting Across Correct Office Dress

PROCEDURES: After discussing appropriate office dress, I let my students vote on a particular day to dress up each week. They do not have to participate, but most do because they are given an extra point for each day to be added to their grade. Thus, in nine weeks, they can earn nine extra points. Not only are they graded on proper dress, but on overall appearance (nails, hair, hose, etc.). This is valuable experience for what should or should not be worn to work in an office.

CONTRIBUTOR: Janis Jones
Sumter County Career Center
Sumter

AREAS: COE, Office Procedures, SIP

TOPIC: Thursday Work Day

PROCEDURES: To give the office procedures students an opportunity to gain some needed experience and to provide some secretarial assistance for the different departments in the vocational center, each student is assigned to a department to work on Thursdays.

On work day, the students "sign in" at a designated area and report to work. Since each department has an office, as well as classrooms, telephone, typewriter, and filing system, the students are exposed to actual office work.

The students "dress for work" and perform a variety of secretarial tasks including typing the following: tests, lesson plans, invoices, course outlines, letters, church bulletins, reports, and disbursement records. They also maintain files, answer the telephone, receive cash, compose letters, maintain accounting records, order supplies, call repairer, duplicate materials for classroom use, and help complete many of the school records that are required.

For example, the office procedures student who works for the Cosmetology Department orders all needed supplies, answers the telephone, and makes appointments for community customers. This student also types all the tests, lesson plans, course outlines, and duplicates numerous forms for the cosmetology students' use in recording progress evaluation. The student assigned to the Nursing Department uses a medical dictionary when typing tests, letters, projects, outlines and forms. This student is gaining a useful medical vocabulary and has been promised a job at a local hospital upon graduation.

The students are evaluated not only by the office occupations teacher, but also by the teacher in charge of the department to which they are assigned. This is accomplished through the use of a simple evaluation form which lists many of the main secretarial tasks performed by the students. The teacher merely checks: Excellent, Satisfactory, or Needs Improvement. There is also space provided for comments.

The students are gaining valuable experience by working for other departments on Thursdays. This is experience that cannot be achieved in a classroom situation.

CONTRIBUTOR: Donna I. Paul
Lancaster AVC
Lancaster

AREAS: COE, Office Procedures, SIP

TOPIC: Interview Procedures

MATERIALS NEEDED: Any model office simulation, application forms, copy for typewriting timed writing, time clock, an office or part of a classroom made to look like an office.

PROCEDURES: Senior cooperative office education students participating in a model office simulation decided that as part of their duties they would like to invite junior cooperative students to apply for fictitious positions in the company. The procedures are listed below.

1. The office staff publishes a list of available positions.
2. The junior students make appointments to be interviewed.
3. The receptionist of the company sends a reminder of the interview to the junior student a few days before the day of the interview.
4. When the student comes in for the interview, he/she is greeted by the receptionist.
5. The receptionist has the student fill out an application.
6. The student is then given a timed writing by the receptionist.
7. As an optional activity, the student can be given an additional employment test at this time.
8. The student is then taken into the office manager's office where the student is interviewed by the office manager.
9. Following the interview, the office manager summarizes the strong and weak points of the interviewee and passes this on to the teacher.
10. In private, the teacher shares with the interviewee the results of the interview.

The students have taken this activity very seriously and the results have been beneficial to both the office staff and the junior students being interviewed

CONTRIBUTOR: Dena C. Creel
A. C. Flora High School
Columbia

AREAS: COE, Office Procedures, SIP

TOPIC: Simulated Office Situation

MATERIALS NEEDED: Stencils, masters, school letterheads, correction fluid, etc., as determined by the job the student is asked to do.

PROCEDURES: A poster advertising that the Advanced Typing Class will be happy to type any materials desired is placed in the faculty and staff lounge about a week ahead of time. The poster states that this work will be done during the regular class period. Teachers are asked to please cooperate by having letters, quizzes, programs, chapter outlines, recipes, etc., done at this time. A request form is given faculty members so that a student will not be typing his/her own test. The student is told to report to a particular teacher at the beginning of the class period so that directions for doing the job can be given or dictated directly to the worker. The student comes back to the typing room, secures the necessary materials, and does the job under the supervision of the typing teacher. It may take several days to complete the job, so storage is provided in the file cabinets along with file folders. Correction fluid, erasers, stencils, masters, etc., are all made available.

When the student takes the completed task back to the teacher, the teacher is asked to fill out a short evaluation checksheet. The checksheet indicates if the teacher desires to have the work done over. If the student does not have a job for that particular day, he/she types the assigned lesson from the textbook.

Authenticity is added to the project when the students take a "coffee break" with coffee, tea, or hot chocolate. They also sign in and sign out each day. Among other duties are dusting the furniture, care and cleaning of machines, filling the coffee pot, opening the windows, checking the teacher's mailbox for assignments, etc. Usually this project is done during the last three weeks of the fifth six weeks period when the students have become proficient and confident enough to do the work and to help combat the boredom of "spring fever."

CONTRIBUTOR: Lillie Montgomery
Branchville High School
Branchville

AREAS: COE, Office Procedures, SIP

TOPIC: Weekly Student Worksheets

MATERIALS NEEDED: One worksheet per student

PROCEDURES: My SIP class works on a rotation plan every two weeks. It is often inconvenient to look over everything each student does. Therefore, I use the worksheet to see how the student is progressing in each unit of work. It helps me to evaluate their progress, initiative, dependability, and willingness to do extra work.

Our SIP class does all duplication work for faculty and staff. Often a student is called on to type stencils, duplicate them, and deliver to office or classrooms.

We also do work for the public such as typing envelopes for TB seals, cards for Sheriff's office, booklets for women's clubs, etc. Therefore, the students need to get extra credit if they do their regular assignments plus outside work. The worksheet helps me to see who is doing this.

I keep a folder for each student and the worksheets are put into this folder. I use these worksheets to aid in evaluating the students.

CONTRIBUTOR: Jean M. Hamer
Marlboro AVC
Bennettsville

AREAS: COE, Office Procedures, SIP, Typewriting

TOPIC: Repair Record

MATERIALS NEEDED: File folder for each type of machine, repair record forms, diagram of room with all machines labeled corresponding to one of the repair record forms, label for each machine corresponding to the form

PROCEDURES:

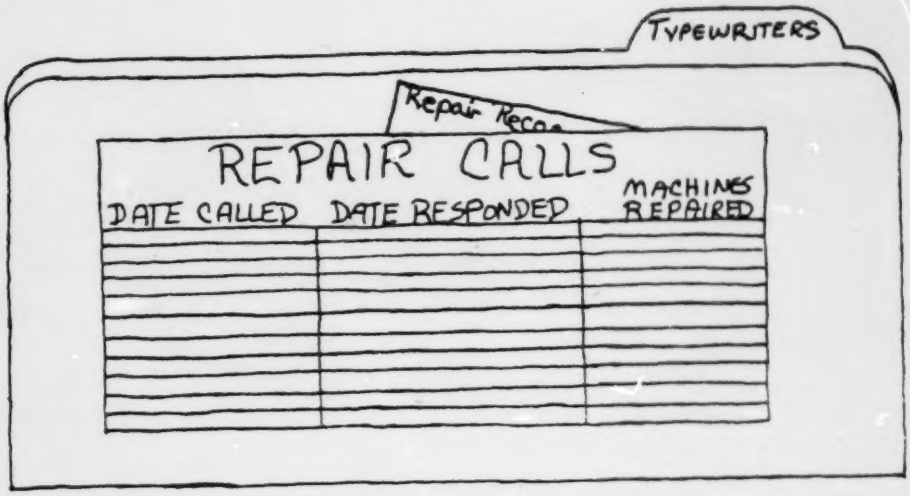
1. Duplicate repair record forms for each machine with information desired such as date, nature of breakdown, date repaired.

2. Prepare a form for the front of the folder to hold forms on machines that are waiting to be repaired. Include the following information: name of repairer, date called, date responded, machines repaired.

3. Students are responsible for pulling forms on broken machines, filling out the forms properly, and placing them in the REPAIR CALLS jacket. They should then inform the instructor that a repair call is needed.

4. This procedure aids the instructor and repairperson by providing an efficient system of locating broken equipment and provides a source for determining what machines should be traded in or disposed of.

CONTRIBUTOR: Jane Snapp
Woodruff High School
Woodruff



AREAS: COE, Office Procedures, SIP, Typewriting

TOPIC: Recording Needed Machine Repairs

MATERIALS NEEDED: Chart in block form of room

PROCEDURES:

1. Prepare chart with a block for each machine indicating its location in relation to windows, doors, front of the room, etc.

2. When students or teachers find that a certain machine needs repair, the serial number of the machine should be recorded in the block showing correct location in the room. A note concerning the type of repair needed is recorded in the block.

3. A specific location - such as taped to the side of the teacher's desk - should be used for this chart.

4. When repairer arrives after hours, he/she is able to locate the machines needing repair and to check them off as the repairs are made.

CONTRIBUTORS: Patricia Chapman
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Sheila Werner
Lexington AVC
Lexington

AREAS: COE, Office Procedures, SIP, Typewriting

TOPIC: Duplicating

MATERIALS NEEDED: Stencils and duplicating paper, correction fluid, masters, paper, duplicating machine

PROCEDURES: We found that composing and reproducing favorite recipes of faculty members was interesting and made a nice gift for the teachers of the students. This also covered many instructional processes.

1. Collect favorite recipes of teachers.
2. Sort and make uniform for standard measurements.
3. Plan layout.
4. Design page by page using drawings, illustrations, etc.
5. Type, proofread, correct.
6. Produce pages.
7. Work together grouping pages.
8. Form book.
9. Produce covers.
10. Bind.

CONTRIBUTORS: Ruby Alverson
Dorman High School
Spartanburg

Frances Todd
Wade Hampton High School
Greenville

AREAS: COE, Office Procedures, SIP, Typewriting

TOPIC: Time Cards

MATERIALS NEEDED: 5 x 8 cards

PROCEDURES: Each student is given a card during a five-week period during the year. On the time card, I put down their arrival time on the card and hold the card until the end of the period at which time I write down the time they leave class. They are given no breaks during the class; however, if they take a "break" during the period, the amount of time they spent taking that "break" is recorded and deducted from the time they spent working during that period.

At the end of the five weeks, their total time worked is multiplied times the current minimum wage and their total salary for the five weeks is recorded. The person making the highest salary will get an "A" and the other members of the class will be graded on a curve which may or may not have an "F" on the left, depending on how well the class has been working. This grade counts as 1/5 of their grade for that grading period.

NOTE: The reason I only do this for five weeks is that I cannot get but five weeks on a 5 x 8 card.

CONTRIBUTOR: Katherine Cliatt
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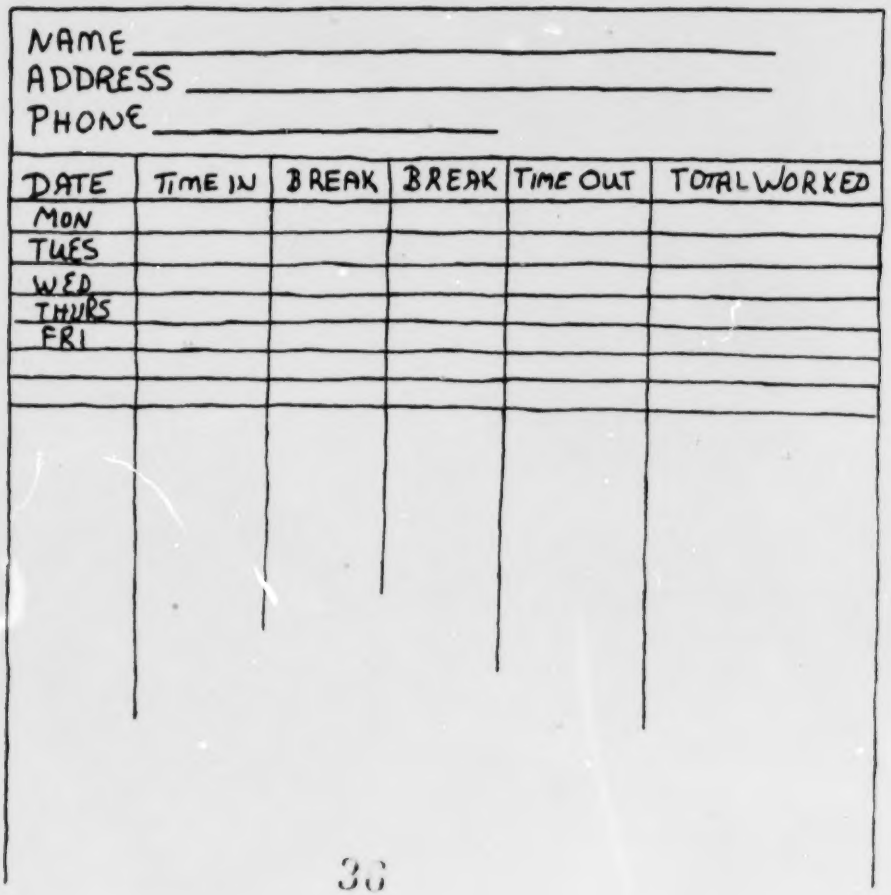
Columbia



AREAS: COE, Office Procedures, SIP, Introduction to Business, Record Keeping

TOPIC: Receipts and Deposit Slips

MATERIALS NEEDED: Play money (bills and coins), receipt forms, deposit slips

PROCEDURES: When learning to write receipts, each student receives some amount of play money. The student must count the money and write a receipt.

After receiving various amounts and writing several receipts, each student prepares a deposit ticket for the total amount of money received.

Students may check each other's receipts, count the money, and check deposit total.

CONTRIBUTOR: Mary P. Horton
Andrew Jackson High School
Kershaw

AREA: Typewriting

TOPIC: Keeping Eyes on Copy

MATERIALS NEEDED: 2 sheets of paper, 1 sheet of carbon for each student

PROCEDURES:

1. Ideally, the teacher begins with instructing students on how to clean keys.
2. Instruct students on the assembly of a carbon pack and on the proper insertion of paper when using carbons. Have students insert paper for typing a carbon copy.
3. Instruct students on setting the ribbon control to stencil.
4. Have students type the assignments.

Naturally, the students cannot see anything on the original, so there is no need for them to watch the paper in the typewriter. Students should turn in the "original" and the carbon copies for instructor's evaluation.

I was surprised at how easily the beginning student learned to use carbon -- this did not cure all ills; but it did help some. And later, most remembered how to work with the carbon pack.

CONTRIBUTOR: Dorothy K. Swing
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